

## Sample Grade 9 Open-Ended Items

Below and on the following eleven pages are examples of two different grade 9 open-ended items and student responses. As you look at the samples of grade 9 Rhode Island students' answers, you can refer to the scoring guide on page 6. The student samples displayed here received scores of 4, 3, 2, 1, and 0, respectively. A score of 4 indicates that a student has exceeded performance expectations for that particular question. A score of 3 means that a student has met expectations. A score of 2 shows that a student has performed below the performance standard. A score of 1 indicates little evidence of achievement. A score of 0 denotes an incorrect, off-topic, or non-health-enhancing response. You can see that it is a student's understanding of health information and his/her ability to apply that information to a real-life situation that is being measured—not spelling, penmanship, grammar, or punctuation.

### QUESTION 1

#### Standard Seven: Health Advocacy

Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

#### Performance Description

Influence and support others in making positive personal health choices about family issues, sexuality, and growing up.

**TEST QUESTION:** You are on a community-based committee that is developing a pamphlet to encourage teenagers to be tolerant of others who are different from themselves. Develop some convincing statements that the committee could use in its pamphlet to persuade teenagers to be tolerant.

SCORE OF 4: This student's work represents a response that demonstrates an exceptional ability to apply, analyze, and interpret health concepts and skills on this item.

Tolerant is a nice way to get along with people different.  
Others might treat you the same way if you <sup>were from</sup> different.  
Learning to cope with different people is the best way.  
Everyone is not the same so deal with it.  
Rely on this Pamphlet and you too will be tolerant.  
Anyone can be tolerant.  
Nobody has the right to be treated bad.  
Teenagers can learn how to be tolerant.

ANALYSIS: This student's response demonstrates in-depth understanding of ways to influence and support others. The response includes multiple, convincing statements such as "Others might treat you the same way if you were different" and "Nobody has the right to be treated bad." In addition to meeting the requirements of the question, the response suggests an insightful, eye-catching, and clever way to present the information in a pamphlet that would appeal to a teenage audience.

**SCORE OF 3:** This student's work represents a response that demonstrates the ability to apply, analyze, and interpret health concepts and skills on this item. This high level of achievement is the performance standard expected of ALL students by 2003.

There are countless convincing statements that could be used in this pamphlet. A good statement is on a poster in our health room, it reads: "Strength is not only in the similarities, but in the differences". Another good statement could be: "All people were created both different and equal", or the older statement: "Treat people how you would like to be treated." We could add that if nobody ever tolerated each other, then the earth would constantly be plagued by war. The teenagers are the future of this world, and it would be best if they learned to live with each other.

**ANALYSIS:** This student's response is a 3 because it includes many convincing statements. The response is compelling, persuasive, and appealing to an audience of teenagers. "The teenagers are the future of this world, and it would be best if they learned to live with each other." It is positive in its message but not detailed enough to earn a score of 4. The response is better than a 2 because it contains several convincing statements.

**SCORE OF 2:** This student's work represents a response that is incomplete or inaccurate. It demonstrates a partial understanding of some health concepts and skills on this item.

Teenagers are often critical of their peers that are different from themselves. This pamphlet is designed to help you kids realize that those different kids should be treated just like you. Just because you can run faster, play basketball better, or think quicker, than other kids, doesn't make them any less of a person than you. So think about it the next time you go to make fun of someone less fortunate than you. Just wonder, If that was you. You wouldn't want people making fun of you, would you? I highly doubt it.

**ANALYSIS:** This student's response is a 2 because it provides one positive statement that promotes tolerance: "different kids should be treated just like you" and elaborates on that one idea. The idea is well developed and the details are convincing. Discussion of a second statement or idea for the pamphlet would raise this response to a 3.

SCORE OF 1: This student's work represents a response that demonstrates minimal understanding of some health concepts and skills on this item.

In order to persuade teenagers to be more tolerant of others, the pamphlet should show how those who are different are not necessarily bad people. This could be accomplished by interviewing various people in order to show what information they have to offer about different lifestyles, religions, races, or nationalities. Through this method, teenagers will be able to learn about other cultures and will be able to realize that a lot can be learned from someone who is different and that just because someone is different, it does not mean that he or she is a bad person. It is important to understand other cultures because it can teach people about other parts of the world, and it can make people aware that other cultures do exist. The pamphlet can encourage teens to meet with people of other cultures in a group or club where they can discuss their likes and dislikes and can discover that tolerance is important in order to understand others and to understand the world. This pamphlet could discuss the people of the world and their different customs or traditions. Through reading this a teenager may become interested in another culture and learn to understand that other cultures are not bad, but may be very interesting to learn about. This pamphlet should show that though people may seem different, all people are equal and are all the same inside.

ANALYSIS: This student's response is a 1 because it almost fails to address the question. The response provides a detailed description of the purpose of a tolerance pamphlet, "show that though people may seem different, all people are equal and are all the same inside" and the types of issues it might address, "learn about other cultures." Details about the pamphlet's content would have raised this score to a 2. This response is better than a 0 because it demonstrates awareness of the need to advocate for tolerance.

SCORE OF 0: This student's work represents a response that is either incorrect, not health-enhancing, or does not demonstrate any understanding of health concepts and skills on this item.

First off you have to be good in school. You can't get in trouble with the law cause you will be considered a juvenile delinquent if you are a bad kid than, you probuly won't do well in school, wich is ~~one~~ of the most important things in life, in my part, cause you can't get a good job anywhere if you have bad education.

ANALYSIS: This student's response is a 0 because it is completely off-topic. The response demonstrates no understanding of tolerance, advocacy, or audience.

- 1.) Just because that physical state is different doesn't mean "you are better."
- 2.) People that are different are not considered "Bad."
- 3.) Maybe they consider you different.
- 4.) Different is original
- 5.) A different appearance is not a different heart

In my pamphlet it would persuade teens to hang out with different people. It could say things like:

Hanging out with different people is fun because you can learn new things about them.

Also hanging out with different people can help you learn more about yourself.

Hanging out with other people can encourage you to join clubs or fun things to do.

There can be many things in the pamphlet. Mine would probably mostly focus on learning more about yourself and others.

In this pamphlet you could state: people different from you think your different. So give them a chance, make a new friend. That's about all you could say in the pamphlet. My point is to say everyone is different in their own way.

"Sometimes we all need to be  
tolerant to others." Says \_\_\_\_\_  
of the best seller cd.  
have quotes <sup>from</sup> people who  
are famous.

- \* Everyone is different
- \* You would become bored if everyone looked like you.
- \* Everyone is equal
- \* People are tolerant of you so why can't you be Tolerant of them.
- \* This world would be boring if every one looked and acted the same.
- \* No one will ever be just like you.
- \* You have to learn that everyone has different interests and no one's are exactly the same.

You don't have to be the same color just to become friends. You could be in any color who you are, you'll always might friends with others. Don't have to be different or the same to be friends.

You just gotta to yourself. Don't have to do this and that to make friends.

- don't judge people different than you.
- How would you like it if people called you names or picked on you.
- just because someone's a different race than you, doesn't give you the right to be mean to them.
- don't treat people the way you wouldn't like to be treated
- why do wrong to people that are different than you.

Some statements that may be helpful to teenagers that have to learn to be tolerant of the people surrounding them include:

- ① All people are different, in their own way, there is nothing wrong with that.
- ② We are all created equally, therefore we should all be treated equally.
- ③ Treat other people like you would want to be treated.
- ④ Get used to being around different people, because as life goes on, you're gonna meet more and more.

- 1.) Just because a person doesn't look like you, doesn't mean they're not as smart as you are.
- 2.) People with mental disabilities are still people like you and me.
- 3.) Even if someone can't speak to you, they can still communicate with you; take the time to "listen" to them.

These are only a few examples of statements that may convince teens to be more tolerant to those who are different. The statements compare those who have disabilities to those who don't and encourages teens to take time to try and know these people or respect them as equals.

## QUESTION 2

### Standard Two: Accessing Valid Health Information, Products and Services

Students will demonstrate the ability to access valid health information and health-promoting products and services.

#### *Performance Description*

Locate substance abuse prevention services.

**TEST QUESTION:** Mario has seen his friend use marijuana (pot) several times. He is concerned and wants to help his friend. What are some resources Mario could use to get information about substance abuse? Explain how the resources could be helpful.

SCORE OF 4: This student's work represents a response that demonstrates an exceptional ability to apply, analyze, and interpret health concepts and skills on this item.

Mario has seen his friend use pot and wants to encourage him to quit. Mario should go ~~to~~ to his local library and find some information on pot and substance abuse to outline some of the negative consequences of it. He ~~could~~ could talk to a doctor to find out some long term and short term health effects of substance abuse. These could be ~~to~~ helpful in showing ~~to~~ Mario's friend what pot does to the body and what could result. Mario could also find a person who was once an abuser of pot and see if this person could describe the negative consequences of it and how it affected their life. For Mario's friend to see first hand how substance abuse might ruin his life could be what sticks in his mind and affect him most profoundly. Also, Mario may want to look for counseling and support groups for substance abusers and recommend these to his friend.

ANALYSIS: This student's response is a 4 because it identifies multiple resources and provides in-depth explanations of how each resource could be helpful. Explanations include the type of information provided by each source as well as why that information might convince Mario's friend not to use marijuana. The response indicates that a doctor could provide "long term and short term health effects of substance abuse" and that this information could show Mario's friend "what pot does to the body." The response suggests that a former abuser of marijuana could help Mario's friend "see first hand how substance abuse might ruin his life could be what sticks in his mind." The response also suggests identifying "counseling and support groups for substance abusers." The insightful and detailed explanations earn this response a 4.

SCORE OF 3: This student's work represents a response that demonstrates the ability to apply, analyze, and interpret health concepts and skills on this item. This high level of achievement is the performance standard expected of ALL students by 2003.

First of all, I would like to say that Mario is a good friend, because friends don't let friends use drugs. Now, resources that Mario could use to get information about substance abuse are, books, Health class, newspapers, the internet, magazine's. These resources can be useful because they will tell you about marijuana and all of the dangers. Personally, I do not think that Mario should waste his time reading about it. Mario knows that it is bad, and I think that he should talk to his friend about it, and make him stop. If he doesn't stop then Mario should tell a responsible adult about it. Marijuana is very dangerous and it is also illegal.

ANALYSIS: This student's response is a 3 because it identifies many appropriate resources and explains that they will "tell you about marijuana and all of the dangers." The student's personal thoughts on the subject are irrelevant and neither add to nor detract from the score. More detailed discussion of how resources could be useful would raise the score to a 4. The response is better than a 2 because it cites multiple resources and explains how they could be helpful.

**SCORE OF 2:** This student's work represents a response that is incomplete or inaccurate. It demonstrates a partial understanding of some health concepts and skills on this item.

To get information about substance abuse Mario could go to trusted teachers, such as a health teacher, and ask him/her if they could provide him with some information. He could get information such as the truths about what marijuana does to the body, how addictive it is, and how to quit using it. With that information, Mario could talk to his friend about his concern so his friend can possibly make an effort to stop. If Mario talks to his friend with accurate information then it will have more of an effect than Mario having inaccurate information because then his friend might realize how much of a danger he's really putting himself in.

**ANALYSIS:** This student's response is a 2 because it cites only one resource, "trusted teachers, such as a health teacher," and explains that the teacher could provide information "such as the truths about what marijuana does to the body, how addictive it is, and how to quit using it." Subsequent statements about using the information to talk with his friend do not offer additional evidence of the student's understanding since using the information is part of the question. This response is not a 3 because it does not completely answer the questions. It is better than a 1 because it provides some relevant information in addition to listing a resource.

SCORE OF 1: This student's work represents a response that demonstrates minimal understanding of some health concepts and skills on this item.

Mario should contact NA (Narcotics anonymous) to get info on how to confront his friend. But if I were Mario I would leave my friend alone with that problem because as long as I'm not smoking pot it's alright. I think this because I think my friend can make his or her own decisions and won't want me butting in on their life.

ANALYSIS: This student's response demonstrates minimal knowledge of accessing health information by identifying one resource ("Narcotics Anonymous") without any explanation of how the resource could be helpful. The statement "to get information" does not enhance the response, as it is a restatement of information provided in the question. This response is too limited to receive a score of 2. The minimal information provided keeps the response from receiving a score of 0.

SCORE OF 0: This student's work represents a response that is either incorrect, not health-enhancing, or does not demonstrate any understanding of health concepts and skills on this item.

I think Mario should tell his friend how he feels and shouldn't be friends with him if that's how he wants to act. I think he should let the problem be and let his friend deal with it.

ANALYSIS: This response is a 0 because it demonstrates no knowledge of resources or how they could be helpful.

Mario could talk to his friend about his problem. If that didn't work he could tell a responsible adult and have him taken to classes.

Mano could use books from the library that will help him get information on pot. He could also speak to an adult and get some advice on how he can help his friend. It would also help him if he spoke to someone at a hospital or clinic to give him some places where his friend could get help.

Mario could first of all ask adults that he knows and trusts - such as a guidance counselor or even a parent. He could even ask a health teacher or, if not, use resources, for example, on the web or in health books. There are also many hotlines or support groups that he could contact in order to get some help for his friend.

The adults would be very helpful because they have probably had experience dealing with this type of problem or ones like it (especially the guidance counselor). A health teacher, or resources could give you very accurate information about the drug (for example, if you could get addicted to it or signs that they are starting to use it regularly).

The support groups and hotlines could give Mario advice as to how to approach his friend and then how to try to help him.

If Mario wanted to help his friend quit using Marijuana, he could go to his public library to find resources.

In the library, Mario would find pamphlets, books, and even newspaper articles. These resources would be helpful because pamphlets can give information on hotlines and support groups, and books can list the effects of Marijuana on teens. Also, periodical articles could give primary sources of teens who once used Marijuana, and how it affected their life.

Last, Mario could visit a health teacher or doctor who could provide significant information about how, and why it is important to stop using Marijuana.

14 9/4

I think it's a lot harder to try to get a friend to stop smoking + sometimes regular information just won't do. Most of the time teenagers that use drugs are aware of the effects, but don't care. The best way to help a friend is to show him/her other things that he can do instead of smoking. You can also find someone that used to smoke to talk to the person that is smoking now. Some people learn better from someone else's experiences.

Mario could go to the hospital and interview a doctor that knows all about substance abuse. He could use a telephone hotline to get info on it. He could talk to a parent, teacher, counselor, nurse, or any other adult friends. He could stop at a community clinic and speak to someone where he could also pick up pamphlets on this source.

All these resources could help figure out how to make his friend stop using marijuana. First of all these resources explain fully what this drug does to your body and how it can mess up your life. It could even take your life away. If none of these work then maybe he should speak to the counselor himself to see if that has any effect on him. Mario himself could tell his friend that he doesn't want to see his friend wasted.

Mario can always go to a health teacher to ask them what they can do about the problem. A health teacher is educated in his or her profession so they will know a lot of symptoms to tell him. Mario could then warn his friend about the symptoms. Mario could also tell the nurse at school who usually should have pamphlets about marijuana. Mario could then give these pamphlets to his friend to read and that should make his friend more aware of the problem. Mario could also go to a drug counseling place to get information. This or the doctors will probably be the best place to go. These are trained professionals who have worked most of their life to deal with this problem and their information will be the best and the most accurate. Their information might scare Mario's friend away from marijuana because they will have real encounters with drug users.

Mario could just go to a library and look up on it on a computer or take out an encyclopedia. But one way to find out about pot which most kids don't do is ask your parents.

#918

I think if Mario's friend wants to use pot he should let him. 1st I don't think Pot is harmful it slows you down a bit, but it's better that way. hell see if he doesn't want to do it no more hell learn on his own.

Mario can go to the library or see a counselor. A doctor is helpful, too. These resources are helpful because they know a lot about substance abuse. They'll slowly but carefully explain what pot does to your body and brain. They'll even show you how easy it is to slowly and quickly kill yourself. These sources are good but if you're looking for resources check the library card catalog or the Internet. I'm sure you'll find plenty there, too.

## TEST ITEMS AND STUDENT RESPONSES

### Grade 9 Open-Ended Examples

Below and on the following seven pages are examples of two different grade 9 open-ended items. As you look at the samples of grade 9 Rhode Island students' answers, you can refer to the scoring guide on page 6. The student samples displayed here received scores of 4, 3, 2, and 1, respectively. You can see that it is a student's understanding of health information and his/her ability to apply that information to a real-life situation that is being measured—not spelling, penmanship, grammar, or punctuation.

#### QUESTION 1

##### Standard One: Health Concepts

Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

##### Performance Description

Analyze how the family, peers, community, and environment influence the health of individuals.

**TEST QUESTION:** A health class is developing a baby-sitter's safety handbook. What information would a baby-sitter need about safety to prevent potential injuries to a child in his or her care?

**SCORE OF 4:** This student's work represents a response that demonstrates an exceptional ability to apply, analyze, and interpret health concepts and skills on this item.

First of all, the age of the child that you were watching would make a fairly big difference in the manner that you watched the child, but there is definitely a lot of similar safety information which would be essential to know. If a child is only one or two you would need to know about watching them in their crib (or bed) and make sure that they don't have something like a pillow that they could suffocate on. You would also want to warn babysitters about children sticking their fingers in electrical outlets and making sure they weren't near the stove when something was cooking (they could burn themselves). You would also want to stress that they should be watching the child at all times—make sure that

#### SCORE OF 4, CONTINUED

They don't go anywhere alone. Also, if they want to do anything like bike riding or rollerblading you should make sure that they are wearing all of the appropriate protective gear (such as a helmet). You would also want to be watching them in case they were to swallow any objects or liquids that were poisonous.

**ANALYSIS:** This student's response is a 4 because it provides a comprehensive, health-enhancing, and insightful discussion of information a baby-sitter needs to prevent injuries to a child in his or her care. The response points out that there is "similar safety information" needed for any child, such as "making sure they weren't near the stove when something was cooking," "watching the child at all times," and making sure "that they don't go anywhere alone." It also describes age-specific requirements: "If a child is only one or two you would need to know about watching them in their crib . . . and make sure that they don't have . . . a pillow that they could suffocate on" and if "bike riding or rollerblading you should make sure that they are wearing all of the appropriate protective gear." The complete and accurate description of the consequences of each safety tip quoted above shows an in-depth understanding of the health concepts and skills required to prevent potential injuries to a child in a baby-sitter's care.

**SCORE OF 3:** This student's work represents a response that demonstrates the ability to apply, analyze, and interpret health concepts and skills on this item. This high level of achievement is the performance standard expected of ALL students by 2003.

There are a lot of things that can be put in the baby sitters handbook for safety. First of all make sure the baby sitter gets emergency numbers and make sure that if a baby is out, keep an eye on him or her at all times. If a baby sitter is cooking, make sure the children are away from anything hot, and lock the doors for security.

SCORE OF 3, CONTINUED

In addition, make sure no small toys can be swallowed and show (the children) not do anything unsupervised. That is what should go in because it is important.

ANALYSIS: This student's response is a 3 because it presents accurate information about several safety tips to prevent potential injury. However, only two are explained in detail, "lock the doors for security" and "make sure no small toys can be swallowed." "Keep an eye on him or her at all times" is not followed by an explanation. Overall, however, the response demonstrates an understanding of major health concepts. The lack of detail prevents it from earning a 4, yet it is clearly better than a score of 2.

SCORE OF 2: This student's work represents a response that is incomplete or inaccurate. It demonstrates a partial understanding of some health concepts and skills on this item.

A safety handbook is a good idea for every babysitter to have. I think the most important element in babysitting is always watch the child. Especially with younger children, you must always watch them and make sure they are not getting into trouble.

Other important information to have is a list of important phone numbers, including doctors, neighbors, friends, etc. It is a good idea to know the fire alarm removal, and other basic resuscitative techniques.

To be a good babysitter you must be a mature individual who can look after children.

## SCORE OF 2, CONTINUED

ANALYSIS: This student's response is a 2 because it has only one safety tip to prevent potential injury, "you must always watch them." Other details, such as "a list of important phone numbers," knowing the Heimlich and "other basic resuscitative techniques," are first-aid measures to be used after an injury or accident occurs. The student demonstrates a partial understanding of the health concepts but does not completely answer the question. For this reason, the response cannot be a 3. It is better than a 1 because it presents some health-enhancing information that is relevant to the item.

SCORE OF 1: This student's work represents a response that demonstrates minimal understanding of some health concepts and skills on this item.

The handbook should show what position would be best to hold the baby. It could explain how long the baby should be handled. It should have what to do in emergency situations. It should give ways to interpret a baby's actions.

ANALYSIS: This student's response is a 1 because it demonstrates a limited attempt to provide information, such as the "best" position "to hold the baby," "how long the baby should be handled," and "what to do in emergency situations." It does not address potential injuries, but demonstrates a minimum understanding of health knowledge required in a baby-sitter's safety handbook.

## QUESTION 2

### Standard Six: Goal-Setting and Decision-Making

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

#### Performance Description

Describe how personal health goals are influenced by changes in information, abilities, priorities, and responsibilities.

**TEST QUESTION:** A girl in your class is overweight. She and her doctor have set a goal for her to lose fifty pounds. Describe short-term and long-term changes she will have to make to lose the weight safely.

**SCORE OF 4:** This student's work represents a response that demonstrates an exceptional ability to apply, analyze, and interpret health concepts and skills on this item.

To lose weight safely you must combine exercise and the right diet. It would be a very bad idea for the girl to go on a crash diet, or not eat at all. She should make sure she is eating the right amount carbohydrates, fats, proteins, etc. If she were to stop eating her body would depend on stored fat and protein for energy and many important organs, such as the heart are made of proteins and they would be slowly deteriorated.

She should exercise to burn the calories and fat that she eats but should work her way up - not just throw herself into an intense workout.

She should also make sure not to lose the weight in too short of a period because it can affect her menstrual period.

SCORE OF 4, CONTINUED

So, short-term she should start exercising and continue this (make it regular), as well as eating healthy foods and the right amount of it. She should continue these into long-term changes, however, also.

ANALYSIS: This student's response is a 4 because it presents complete and accurate health-enhancing information that addresses both the short- and long-term changes necessary to lose weight safely: "make sure she is eating the right amount carbohydrates, fats, proteins, etc.," "exercise to burn the calories and fat," and "work her way up—not just throw herself into an intense workout." The student also demonstrates an in-depth understanding of health concepts by describing possible damage occurring from overly abrupt or extreme changes of diet: "If she were to stop eating her body would depend on stored fat," "organs . . . would be slowly deteriorated," and losing weight "in too short of a period . . . can affect her menstrual period."

SCORE OF 3: This student's work represents a response that demonstrates the ability to apply, analyze, and interpret health concepts and skills on this item. This high level of achievement is the performance standard expected of ALL students by 2003.

For this girl to effectively lose 50 pounds she must set some short-term and long-term changes. Some short term changes must be her diet—she must eat a well-balanced diet, low in fats and sugar. This must be maintained. She also has to develop an exercise routine—maybe not too strenuous at first but rather setting long term goals as to how long and how frequently she works out per day. She should join an exercise class or ~~the~~ doctor-prescribed weight loss group to

SCORE OF 3, CONTINUED

support her and keep her focused on her goal. Once she has lost the desired weight, she must ~~eat~~ continue her healthy lifestyle to maintain her weight.

**ANALYSIS:** This student's response is a 3 because it effectively discusses short-term changes in diet and exercise, such as suggesting a change to a "well-balanced diet, low in fats and sugar," and to "develop an exercise routine—maybe not too strenuous at first." The statements about maintaining changes in diet and "setting long term goals" for exercise address the long-term changes required of the girl. The mentioning of "an exercise class" and "weight loss group to support her" suggests some insight, but it is not detailed enough to give this answer a score of 4.

**SCORE OF 2:** This student's work represents a response that is incomplete or inaccurate. It demonstrates a partial understanding of some health concepts and skills on this item.

If a girl in my class was over weight I would let her know that if she wants to lose weight she has to do it right she has to always eat 3 meals a day stay away from the fattening foods and eat a lot of vegetables and apples and stay away from certain foods and just watch your weight. When you're eating don't sit and watch T.V. when you're done do some exercises everyday and cut down on the servings of food you eat each day and that will make you healthier and lose the weight you want to lose.

## SCORE OF 2, CONTINUED

**ANALYSIS:** This student's response is a 2 because it lists simplistic information about the short-term changes required to lose weight safely: "always eat 3 meals a day," "stay away from the fatning foods," "eat alot of vegetables," "when your eating don't sit and watch T.V. when your done do some excercises," and "cut down on the servings you eat." No explanation is provided. The response does not address issues of long-term change. For these reasons it could not receive a score of 3. The accuracy of the limited information provided keeps the response from receiving a score of 1.

**SCORE OF 1:** This student's work represents a response that demonstrates minimal understanding of some health concepts and skills on this item.

longterm - she will have  
to exercise daily and watch  
what she eats carefully  
she shouldn't eat any fatning  
foods at all. she should  
never cheat or the diet will  
not work

**ANALYSIS:** This student's response is a 1 because it attempts to address part of the question, i.e., the long-term effort required to sustain safe weight loss, but demonstrates only a minimal understanding of the health concepts and skills required to answer this item. The response is also incorrect in its emphasis on extreme measures rather than moderation: "to exercise daily" and "shouldn't eat any fatning foods at all" are not part of a short- or long-term weight loss program.

The girl would have to exercise,  
eat right and work out.

She and her doctor would probably start by planning a new diet for her. This would be a short-term effect because she would be forced to give up most sweets and junk foods. She would also probably adjust to the diet and continue with it, making it a long-term effect as well. Her doctor would also put her on an exercise regimen, so she would furthermore have to adjust to this as well.

This exercise program could be considered a short-term and a long-term effect too, because she would have to keep up the routine to keep the weight from coming back.

However, if she can keep eating right and exercising, she will be able to lose the 50 pounds in a healthy manner and not cause any long-lasting damage to her body.

Her short-term changes that she would have to make in order to lose weight could be her cutting back on foods high in fat and trying to get exercise. After she has lost the weight her long-term changes will be her keeping the fat off. She can do that by watching what's she eat not necessarily dieting but not eating too many things high in fat and exercising so that she does not find her in that same situation again.

She should go on a diet were she might not eat less but healthier and gradually get to eating less. She should exercise often by maybe starting off walking ~~to~~ working out at a gym maybe. If she goes drastically to eating little amounts she might get fatter because her body will take everything that she does eat and turn it into fat.

Her short-term changes that she would have to make in order to lose weight could be her cutting back on foods high in fat and trying to get exercise. After she has lost the weight her long-term changes will be her keeping the fat off. She can do that by watching what's she eat not necessarily dieting but not eating too many things high in fat and exercising so that she does not find her in that same situation again.

The girl who is overweight could take medication to help her lower her calorie intake, and set up an exercise routine, starting with a little exercise, and building. She could also give up some fatty foods to help herself lose weight.

#936

she will feel hungry  
and feel bad.

# Grade 9 Open-Ended Examples

Below and on the following seven pages are examples of two different grade 9 open-ended items. As you look at the samples of grade 9 Rhode Island students' answers, you can refer to the scoring guide on page 6. The student samples displayed here received scores of 4, 3, 2, and 1, respectively. You can see that it is a student's understanding of health information and his/her ability to apply that information to a real-life situation that is being measured—not spelling, penmanship, grammar, or punctuation.

## QUESTION 1

### Standard Three: Health-Enhancing and Health Risk-Reducing Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

#### Performance Description

Analyze personal health habits to determine health strengths and risks.

**TEST QUESTION:** Heart disease and cancer are the two leading causes of death for older Americans. What personal health behaviors can help young people reduce their risk of getting heart disease and cancer when they get older? Explain why these behaviors are important.

**SCORE OF 4:** This student's work represents a response that demonstrates an exceptional ability to apply, analyze, and interpret health concepts and skills on this item.

Since heart disease & cancer are leading causes of death for older Americans young people should take preventive measures. A preventive measure to reduce heart disease is to have a healthy diet and exercise regularly. If your family has a history of heart disease you should make your doctor aware, so he/she can check you regularly for symptoms. To reduce risks of cancer there are several preventive measures. One preventive measure is to check your family history for cancer. You should use sunblock when you are outdoors in the sun, to prevent skin

SCORE OF 4, CONTINUED

Cancer. A big preventive measure is to cut down on use or handling of carcinogenic materials. Some examples are cigar & cigarette smoking, 2<sup>nd</sup> hand smoke, stay away from dioxin contaminated areas. If you follow these tips you should cut down your risks.

ANALYSIS: This student's response is a 4 because it identifies taking "preventive measures" such as having "a healthy diet and exercise regularly" as strategies to reduce a young person's risk of developing heart disease later in life. Similarly, "several preventive measures" are given to reduce the risk of cancer. These include using "sunblock" and "cutting down on use or handling of carcinogenic materials," followed by a list of carcinogens. Additionally, the student notes the importance of knowing one's family history and having regular check-ups by a physician as important strategies to reduce their risk factors. This response is complete and accurate and demonstrates an in-depth understanding of the knowledge and skills needed to answer this question.

SCORE OF 3: This student's work represents a response that demonstrates the ability to apply, analyze, and interpret health concepts and skills on this item. This high level of achievement is the performance standard expected of ALL students by 2003.

Some simple everyday precautions can help prevent cancer and heart disease in ~~you~~ the future of young Americans. Eating correctly and exercising can help prevent heart disease, because over all they improve your health, and strengthen your heart. Not smoking can help prevent lung cancer because smoking definitely causes lung cancer. Wearing sun screen during all seasons, even when it is cold out, or hazy can help prevent skin cancer. This is because

SCORE OF 3, CONTINUED

people often get sun burned when they least expect it such as during exercise, in the winter, while walking around, or on cloudy, overcast days. These simple everyday tasks will prevent cancer and heart disease in the future of many Americans lives.

ANALYSIS: This student's response is a 3 because it identifies "eating correctly" and "exercising" as health-enhancing strategies to "help prevent heart disease." It also notes that "not smoking" and "wearing sun screen" are strategies to reduce the risks of getting cancer. The response is complete and accurate. It demonstrates an understanding of major health concepts and the skills to apply that knowledge. While it does not display the depth required for a score point 4, it clearly is not a 2 because the support given is neither simplistic nor flawed.

SCORE OF 2: This student's work represents a response that is incomplete or inaccurate. It demonstrates a partial understanding of some health concepts and skills.

Heart disease and cancer kill many adult Americans every year, but there are many ways young people can reduce their risk of developing these diseases. Young people should keep a healthy diet, get exercise, maintain a healthy weight, wear sunscreen outside, and not smoke to help reduce their risks later. All these behaviors are proven to help lower the risks of getting heart disease and cancer.

## SCORE OF 2, CONTINUED

ANALYSIS: The previous response is a 2 because it lists behaviors, "keep a healthy diet, get exercise, maintain a healthy weight, wear sunscreen outside, and not smoke," but does not explain how or why those behaviors help lower risks for both heart disease and cancer. This demonstrates a partial understanding of the question. It cannot be a 3 because the explanation is limited.

SCORE OF 1: This student's work represents a response that demonstrates minimal understanding of health concepts and skills.

young people should exercise more often rather than just sitting around the house doing nothing. And they should eat more healthy foods and less junk food.

ANALYSIS: This student's response is a 1 because it identifies "exercise more often" and "eat more healthy foods," but does not explain how these activities enhance one's health. There is no way of knowing if the student understands what these behaviors **do** to enhance health. This response cannot be scored higher than a 1 because it presents limited information with no explanation or support.

We could eat healthy and exercise daily to be healthy. This would help our body stay in shape and loose alot of fat. Fat can cause our heart to have disease so if we exercise we can be healthy and prevent heart disease.

Many personal health behaviors can be done to reduce the risk of getting heart disease and cancer when they get older. They can eat healthy foods and take care of their body because that can reduce the risk of heart disease. To reduce the risk of skin cancer you can wear sunlotion so you don't get sunburned because that causes skin cancer. You can also not smoke and do other drugs because they create lung cancer and some mouth cancers in the future. Those are some things that can be done to prevent heart disease and cancer.

Heart disease and cancer do cause a large amount of deaths especially for older people. Some measures can be taken to prevent this. Not all prevention methods will work, however.

Good nutrition and eating a balanced diet can help prevent high blood pressure and heart disease. Eating certain vegetables often can help to prevent certain types of cancers. Also regularly exercising can help prevent heart disease.

Regular checkups and cancer screenings are very important. If the person is going to get cancer, signs may show up very early and the disease can be killed without getting a chance. Also, a person should familiarize themselves with their family medical history. If there are a lot of people with heart disease or cancer, the person is very likely to get one of these. Taking extra steps and consulting a physician would be a very good idea for those people.

#943

Heart disease and cancer are serious diseases and need to be taken seriously. Smoking, over exposure to the sun, high cholesterol diets, even not enough exercising can lead to heart disease and cancer. First of all one should never smoke because smoking causes the risk of getting lung and other cancers greatly. Going to tan salons and lying on the beach too long is extremely bad for your skin. Your diet is important as to not clog your arteries. Exercising is very important because the more you exercise the better off your heart is. A diet high in vitamins can reduce the risk of getting these diseases as well.

Well there are many things to do to reduce their risk of getting heart disease and cancer. But these risk run in your family you're able to get them but cancer there's so many different kinds one way to prevent cancer no smoking always wear sun block get checked at the doctors all the time to make sure you're healthy and make sure you always listen to your doctors. I don't really know anything about heart disease so I am not able to tell you any preventions or cautions to go by.

#945

kids could not smoke  
because that can cause  
the diseases. If they don't  
smoke young they probably  
won't smoke when they're  
older.

## QUESTION 2

### Standard One: Health Promotion and Disease Prevention Concepts

Students will understand the concepts related to health promotion and disease prevention as a foundation for a healthy life.

#### Performance Description

Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.

**TEST QUESTION:** Terry's classmate drank two cans of beer before coming to school. Period 1 is mathematics and period 2 is physical education. What kinds of alcohol-related problems might Terry observe his classmate having in these classes? Explain what alcohol does in the body to cause people to act differently.

**SCORE OF 4:** This student's work represents a response that demonstrates an exceptional ability to apply, analyze, and interpret health concepts and skills on this item.

Alcohol is a depressant. This means it slows down your body functions. The heart rate can slow down and the way the body acts to stimulants, it's reflexes, slow down too. This lasts until your liver neutralizes the alcohol in your system. In period 1, mathematics, Terry may observe his friend slurring his speech. His friend's thinking will also be affected, so he may get wrong answers to questions. His friend may also seem to nod off because his body's systems will be slowing down. In period 2, Gym, Terry will witness his friend walking in an unbalanced way. Alcohol can make you uncoordinated too. If they are playing a ball game, Terry's classmate might not be able to catch the ball. Also, if Terry saw his classmate later on, he might see him sick and throwing up, as a result from hangover.

#### SCORE OF 4, CONTINUED

**ANALYSIS:** The previous response is a 4 because it provides a comprehensive discussion of the physiologic manifestations of alcohol on the specific body systems, beginning with "alcohol is a depressant," and going on to explain how it affects the "heart rate" and "reflexes," and how the "liver neutralizes the alcohol." The complete and accurate information related to the effects of alcohol on a student, "slurring his speech," "thinking will also be affected," "nod off," "walking in an unbalanced way," "make you uncoordinated," and "sick and throwing up as a result from hangover" shows in-depth understanding of the health concepts.

**SCORE OF 3:** This student's work represents a response that demonstrates the ability to apply, analyze, and interpret health concepts and skills on this item. This high level of achievement is the performance standard expected of ALL students by 2003.

- stumbling around when running in gym
- not able to catch balls
- not being able to think about simple math problems
- thinking slow
- slurred speech

Alcohol is a depressant. It makes you tired and droopy-eyed. It also slows down your heart-rate + blood pressure. Alcohol makes your reflexes slower and it makes you think slower. It also makes you numb so you can't talk right and you can't hear yourself so it can make you talk loud. It also destroys your liver.

**ANALYSIS:** This student's response is a 3 because it presents complete and accurate information as it lists the kinds of alcohol-related problems Terry might observe in his classmate. The list, "stumbling around when running in gym," "not able to catch balls," "not being able to think about simple math problems," "thinking slow," and "slurred speech" provides a description of what Terry might see. The description of the effects of alcohol on the body—"makes you tired and droopy-eyed," "slows down your heart-rate and blood pressure," "makes your reflexes slower," and "makes you think slower"—is good, but it needs explanation. Alcohol does not reduce one's ability to hear. It reduces one's inhibitions and, therefore, the student may talk more loudly than normal. Overall, the response demonstrates an understanding of major health knowledge. Because of the minor flaw this response cannot be a 4, yet clearly it is better than a score point of 2, which would have simplistic support.

SCORE OF 2: This student's work represents a response that is incomplete or inaccurate. It demonstrates a partial understanding of some health concepts and skills.

Alcohol dulls the senses. Terri's classmate would probably not be focused in per. 1 math. He would space out and not pay attention. If there were a test, he would probably flunk it.

In gym per. 2, he wouldn't be very athletic. He would have a hard time running or following any game. If they were playing basketball, he wouldn't be able to dribble, forget shooting. And if they were playing football, he wouldn't know where to throw the ball or be able to catch it.

In volleyball he wouldn't be able to serve or spike. A once good player would really be bad. It should be obvious to a coach that when a player changes so drastically, something is definitely up.

ANALYSIS: This student's response is a 2 because it presents a long repetitive list—"space out and not pay attention," "wouldn't be very athletic," and "would have a hard time running or following any game..."—of alcohol-related problems that Terry may observe in his classmate. All examples related to gym class refer to a lack of coordination. The examples given for problems in math class show a lack of concentration. The explanation is vague. The student demonstrates a partial understanding of the health concepts. This response cannot be a 3 score point because it does not clearly address the second part of the question. It is better than a 1 because it shows some understanding of short-term effects of alcohol abuse and is accurate, but it is incomplete.

**SCORE OF 1:** This student's work represents a response that demonstrates minimal understanding of health concepts and skills.

If the classmate drinks alot or enough to drink two cans and not get a buzz, the kid will be fine. If the classmate does not drink all the time, Terry's classmate could be stumbling around, not understand a problem in math that is easy as addition, or even act like a clown. There are many different ways people can act when a person is drunk. How drunk you get depends on how much you drink, the proof, if you have experience, and your weight.

**ANALYSIS:** This student's response is a 1 because it presents information that is **not** health-enhancing. While some of the problems related to alcohol abuse—"stumbling around, not understand a problem . . . or even act like a clown"—are realistic, the writer seems to be encouraging the reader to drink more to build up a tolerance to the effects of alcohol. "If a classmate drinks alot or enough to drink two cans and not get a buzz, the kid will be fine" and "how drunk you get depends on how much you drink, the proof, if you have experience, and your weight."

41. Terry's classmate drank two cans of beer before coming to school. Period 1 is mathematics and period 2 is physical education. What kinds of alcohol-related problems might Terry observe his classmate having in these classes? Explain what alcohol does in the body to cause people to act differently.

The types of alcohol related problems that this classmate might have in mathematics class is that they can't think straight which might cause them to not know how to manipulate the numbers in the correct way, things that they've learned before will still be unclear to them and won't know how to do them. Also when they try to do a mathematical function they could do the opposite, like instead of adding they'd subtract.

In gym class the classmate could not run, they'd be stumbling and falling all over the place. Also if they tried to run around they could get a sense of dizziness and maybe even get sick. Also they wouldn't be functioning correctly and could possibly get hurt very seriously.

When you have alcohol in your body, your whole body slows down, everything is in slow motion and you feel very tired like you don't want to do anything. Alcohol makes you act violently over the dumbest things and can make you feel seriously sick. It's a very dangerous drug, but it's legal. Why is this?

41. Terry's classmate drank two cans of beer before coming to school. Period 1 is mathematics and period 2 is physical education. What kinds of alcohol-related problems might Terry observe his classmate having in these classes? Explain what alcohol does in the body to cause people to act differently.

The classmate might be sluggish  
and out of it.

41. Terry's classmate drank two cans of beer before coming to school. Period 1 is mathematics and period 2 is physical education. What kinds of alcohol-related problems might Terry observe his classmate having in these classes? Explain what alcohol does in the body to cause people to act differently.

In math his classmate will have a hard time concentrating on the lesson. They won't be able to do any problem solving or critical thinking. In physical education his classmate won't be able to participate in the activity. They'd probably have a hard time standing up, running around, etc. They wouldn't be thinking straight and wouldn't have the coordination they usually have when they're sober. Alcohol makes people act differently from how they usually act. It prevents them from thinking clearly, seeing straight, having coordination, and concentrating. The alcohol dulls their senses and makes them unaware of what's going on. This is dangerous to them and the people around them.

41. Terry's classmate drank two cans of beer before coming to school. Period 1 is mathematics and period 2 is physical education. What kinds of alcohol-related problems might Terry observe his classmate having in these classes? Explain what alcohol does in the body to cause people to act differently.

The Classmate's may be  
stubbleine or their eyes are blood-  
shot. They could be falling ~~ed~~ asleep  
in classes. Reflexes could be alot slower.

41. Terry's classmate drank two cans of beer before coming to school. Period 1 is mathematics and period 2 is physical education. What kinds of alcohol-related problems might Terry observe his classmate having in these classes? Explain what alcohol does in the body to cause people to act differently.

In both of these classes, Terry's classmate will have a lot of trouble. In mathematics, Terry's classmate may have a great deal of trouble trying to see the board and understand what the teacher is saying. He also will have trouble doing calculations and problems since his seeing will be messed up. Also, in physical education, Terry's classmate will have trouble with his hand-eye coordination and probably will not be able to do well what he normally could in physical education. In addition to all of these difficulties, Terry's classmate's speech may be slurred, so others may have a difficult time understanding him as well. The alcohol will do this to Terry's classmate because the alcohol generally affects his perception and slows down the actions of the brain. Because of the alcohol, the brain has trouble running multiple functions of the body at the same time and is unable to function properly.

Terry might observe her classmate forgetting how to do things in math, and being unable to concentrate. Also, her classmate might talk out instead of raising his hand. In physical education he might be unable to control his actions and be very active and silly. He could even get very quiet, angry, and aggressive. But all depends on how Terry's classmate reacts to alcohol. It affects all people differently.

The reason her classmate would act this way, is because of the effect of alcohol on the brain. It shuts down your self-control and your patience. Also, it makes you forget things by shutting down the part of your brain that controls your memory. Alcohol is a depressant and not a stimulant so her classmate could have gotten very depressed and angry or sad. Those are just some ways that alcohol can affect your body. Her classmate shouldn't have drunk alcohol, at all.

## Grade Nine Examples: Score of 4

### Health Education Standard Seven: Advocacy

Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

#### Performance Description

As a result of health instruction, students, by the end of grade 8, will be able to influence and support others in making positive health choices.

**TEST QUESTION:** Kim notices that his friend smokes a pack of cigarettes a day. Kim is concerned about his friend's health and suggests he stop smoking. Describe what Kim could say to his friend to convince him that smoking is a dangerous health habit.

there are many things Kim could say to his friend if he is  
concerned about his health. First of all, Kim could tell his  
friend how many toxins and pollutants that are in cigarr-  
ettes and how much damage that could do to his body.  
Kim could tell his friend how many people can die from  
lung cancer and how likely smoking will make him to  
get lung cancer + emphysema. Also, Kim can talk to his  
friend about the aesthetic downfalls of smoking (i.e.,  
the bad breath, yellow teeth, stinky clothing, loss of  
lung capacity, etc). In addition Kim could talk to his  
friend heart-to-heart and tell him how he feels  
about his friend's nasty habit. If Kim thought it was  
necessary, he could have the both of them join a sup-  
port group and Kim could tell his friend that he is  
there for him. In short, Kim should make his friend aware  
of the dangers of smoking and also provide support in  
case his friend needs it.

#### **EXAMPLE 1: SCORE OF 4 CONTINUED**

**ANALYSIS:** This response describes the negative results of smoking in a persuasive manner. The student's answer provides information about both the short- and long-term consequences of smoking in accurate and complete detail. In addition, the response refers to the impact that friends can have on each other's behaviors ("talk to his friend heart-to-heart") and offers the solution of joining "a support group." This student's answer addresses physical, social, and emotional aspects. This paper received a score of 4.

Grade Nine Examples: Score of 3

In order for Kim to convince his friend that smoking is a dangerous health habit he will have to make his friend aware of the dangerous effects. He should tell him that smoking can give him serious diseases like Lung Cancer, and Emphazima. Also Kim might want to let his friend know if it already has had some effects on him. like bad breath, smell of smoke, yellow teeth and/or fingernails, and possibly even wrinkles.

**ANALYSIS:** The response provides a logical and convincing argument that smoking is a dangerous health habit (e.g., "smoking can give him serious diseases"). The information presented is both health enhancing and relevant to the test question. It presents complete and accurate information on the short-term (e.g., "bad breath, smell of smoke, yellow teeth") and long-term effects (e.g., "Lung Cancer, and Emphazima") of smoking. This paper received a score of 3.

Grade Nine Examples: Score of 2

Kim is a responsible friend. He should go up to his friend and tell him that he is very concerned about him. He cares about him and he doesn't want anything to happen to him. Kim should mention the notion of quitting or at least cutting down on the cigarettes. He should tell him that he will be at his side all the way through and the only reason he (Kim) is so concerned is because he loves him so much. Smoking is so unhealthy. Just the thought of losing you, (Kim's friend) tears him apart.

**ANALYSIS:** The answer presents a strong emotional appeal from one friend to another but does not address the part of the question that asks the student to convince his friend that "smoking is a dangerous health habit." Other than an emotional appeal, it lacks specific information about the dangers of smoking. This paper received a score of 2.

.....  
**G**rade Nine Examples: Score of 1

He could get some pamphlets at the library  
of nasty looking pictures of the insides of people  
who smoke. he ll get so grossed out he'll quit

**ANALYSIS:** Although this student attempts to address the question, this answer does not tell what Kim should say to his friend to convince him of the dangers of smoking. The answer suggests only what action the friend could take. This paper received a score of 1.

**DIRECTIONS:** Read each question carefully. Write your answer for each question in the space that is given below that question.

18. Kim notices that his friend smokes a pack of cigarettes a day. Kim is concerned about his friend's health and suggests he stop smoking. Describe what Kim could say to his friend to convince him that smoking is a dangerous health habit.

I think that Kim should tell his friend that many people die from smoking. It can cause cancer, tar on your teeth and makes you smell bad too. Not a lot of people like to be around people who smell. If Kim's friend does any kind of sports he should cut down the cigarettes because he would get bad at the sports if there is a lot of running or exercise in them. Smoking can also cause asthma. If you really like the sport you pretty soon would have to choose cigarettes or the sport. I don't think he wants to do that.

DIRECTIONS: Read each question carefully. Write your answer for each question in the space that is given below that question.

18. Kim notices that his friend smokes a pack of cigarettes a day. Kim is concerned about his friend's health and suggests he stop smoking. Describe what Kim could say to his friend to convince him that smoking is a dangerous health habit.

Kim should tell his friend that if he becomes addicted to smoking, he will regret it in his later life. Kim should tell his friend how cigarettes are gateway drug to other drugs like crack that could kill you. Kim should tell the dangers of smoking, addiction, asthma, lung cancer, and emphysema, all which could eventually kill him. Kim could tell how smoking causes yellow teeth, wrinkled skin, and how it makes your clothes and hair smell like smoke. Kim should also tell his friend now to find the guidance counselor if he needs additional help.

DIRECTIONS: Read each question carefully. Write your answer for each question in the space that is given below the question.

18. Kim notices that his friend smokes a pack of cigarettes a day. Kim is concerned about his friend's health and suggests he stop smoking. Describe what Kim could say to his friend to convince him that smoking is a dangerous health habit.

Did you know that every drag of a cigarette is one less day to live a full and healthy life. We both know that you want to live a full and healthy life so how about trying to stop? I know that it is not easy to quit cold turkey, but even if you try to cut down to a couple a day and take it from there.

DIRECTIONS: Read each question carefully. Write your answer for each question in the space that is given below the question.

18. Kim notices that his friend smokes a pack of cigarettes a day. Kim is concerned about his friend's health and suggests he stop smoking. Describe what Kim could say to his friend to convince him that smoking is a dangerous health habit.

Kim could tell his friend about what cigarette smoke can do to his heart and lungs. A lot of it is disgusting. Also he could tell him how hard it would be to quit later. Kim could tell his friend how it would make his clothes and breath smell.

DIRECTIONS: Read each question carefully. Write your answer for each question in the space that is given below that question.

18. Kim notices that his friend smokes a pack of cigarettes a day. Kim is concerned about his friend's health and suggests he stop smoking. Describe what Kim could say to his friend to convince him that smoking is a dangerous health habit.

I would tell Kim's friend about all of the bad things that could happen to him. He could get lung cancer, emphysema, wrinkles, yellow finger nails, bad breath, and his hair and clothes would always smell like smoke. Kim could also tell him that women don't find it very attractive to.

DIRECTIONS: Read each question carefully. Write your answer for each question in the space that is given below that question.

18. Kim notices that his friend smokes a pack of cigarettes a day. Kim is concerned about his friend's health and suggests he stop smoking. Describe what Kim could say to his friend to convince him that smoking is a dangerous health habit.

Kim should take three steps to help his friend to quit smoking. The first step to take is to tell him what types of harmful ingredients are in cigarettes if that don't help go to the second step. The second step is to tell him about what the horrible things cigarettes do to your body and how they turn your teeth and nails yellow then if that don't work try the third and final step. The third step is tell him about the diseases you get how you could spend the rest of your life in a hospital bed getting oxygen because you can't breathe. It included all of this information because it is all true.

## Grade Nine Examples: Score of 4

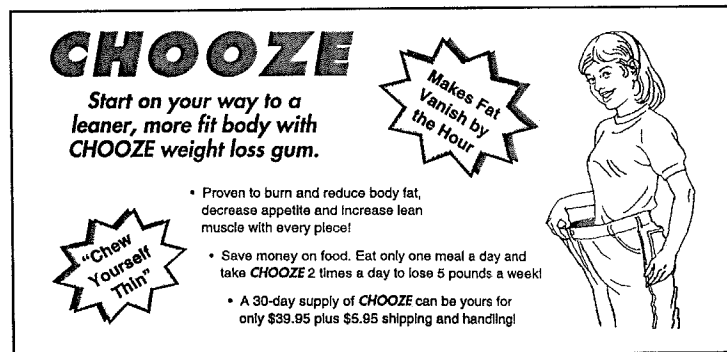
### Health Education Standard Four: Influence of Culture, Media, and Technology

Students will analyze the influence of culture, media, technology, and other factors on health.

#### Performance Description

As a result of health instruction, students, by the end of grade 8, will evaluate the effect of media and other factors on personal, family, and health community.

TEST QUESTION: Explain why the weight-loss method described in this ad is not a safe and effective way to lose weight and keep physically fit.



This is not a safe way to lose weight. The advertisement makes me skeptical because there is not enough information. They need to list side-effects and have more proof that it works. I would not use this product, because there is no way someone can lose weight by chewing gum. The ad also says you only eat one meal a day and take the gum 2 times a day. It is not healthy to starve yourself when trying to lose weight. It only makes you more hungry. Starving yourself makes you weak and faint. The ad also

EXAMPLE 2: SCORE OF 4 CONTINUED

says it burns and reduces body fat and  
increases muscle with every piece. This is  
totally untrue because exercise is the only  
way to effectively burn body fat and  
build up your muscle. The ad says you  
can lose 5 lbs a week. This is not healthy  
either. A person can't safely lose that  
much weight in that little time. A safe  
amount to lose would be 2 - 3 lbs a  
week. No one should use this product  
because it isn't safe.

ANALYSIS: This student's answer is an example of a response that provides additional insights and offers alternative solutions ("The advertisement makes me skeptical because" . . .) The student begins his/her response by summarizing the limitations of the advertisement (. . . "there is not enough information." "They need to list side effects and have more proof . . .") and then explains the errors in the ad. This explanation of the errors demonstrates that the student has a complete and accurate understanding of safe and effective ways to lose weight. (Another example of the student's understanding is illustrated by this text: "The ad also says you only eat one meal a day and take the gum 2 times a day. It is not healthy to starve yourself when trying to lose weight.") Additional information about ways to keep physically fit (" . . . because exercise is the only way to effectively burn body fat and build up your muscle.") and safe weight loss is offered ("A safe amount to lose would be 2-3 lbs. a week."). This paper received a score of 4.

.....  
Nine Examples: Score of 3

**CHOOZE**

Start on your way to a leaner, more fit body with CHOOZE weight loss gum.

Makes Fat Vanish by the Hour

Chew Yourself Thin

- Proven to burn and reduce body fat, decrease appetite and increase lean muscle with every piece!
- Save money on food. Eat only one meal a day and take CHOOZE 2 times a day to lose 5 pounds a week!
- A 30-day supply of CHOOZE can be yours for only \$39.95 plus \$5.95 shipping and handling!

this is not safe for many reasons. One is that you will most likely gain all of the wt. back plus some when you stop chewing the gum. Eating one meal per day is not healthy and will hurt your metabolism you should eat 3 balanced meals a day plus some snacks to stay healthy. losing 5 pounds per week is a lot of wt. and isn't healthy for anyone. And, you will probably end up losing muscle than losing fat. This is also very expensive, and you can't spend your money on other things like good food.

**ANALYSIS:** The response answers all parts of the question and provides a complete and accurate explanation of why the product is not a safe and effective way to lose weight and keep physically fit (e.g., "Eating one meal per day is not healthy and will hurt your metabolism"; "losing 5 pounds per week . . . isn't healthy for anyone"; "you will probably end up losing muscle than losing fat"). The student further demonstrates an understanding of the correct way to lose weight (e.g., "... eat 3 balanced meals a day plus some snacks . . ."). This paper received a score of 3.


Grade Nine Examples: Score of 2

**CHOOZE**  
Start on your way to a leaner, more fit body with CHOOZE weight loss gum.

**"Chew Yourself Thin"**

- Proven to burn and reduce body fat, decrease appetite and increase lean muscle with every piece!
- Save money on food. Eat only one meal a day and take CHOOZE 2 times a day to lose 5 pounds a week!
- A 30-day supply of CHOOZE can be yours for only \$39.95 plus \$5.95 shipping and handling!

**Makes Fat Vanish by the Hour**



It is bad because your not getting the calories and fats and other stuff that you need. ~~and you~~ You are eating only one meal a day so you are going to not have energy and you will be slow and stupid.

**ANALYSIS:** This response presents a limited amount of accurate information ("It is bad because your not getting the calories and fats . . . that you need") but also includes some inaccuracies ("... you will be slow and stupid"). It lacks detail ("... and other stuff . . .") and demonstrates little understanding of the health concept being assessed. This paper received a score of 2.

## Grade Nine Examples: Score of 1

**CHOOZE**

Start on your way to a leaner, more fit body with CHOOZE weight loss gum.

Makes Fat Vanish by the Hour

Chew Yourself Thin

- Proven to burn and reduce body fat, decrease appetite and increase lean muscle with every piece!
- Save money on food. Eat only one meal a day and take CHOOZE 2 times a day to lose 5 pounds a week!
- A 30-day supply of CHOOZE can be yours for only \$39.95 plus \$5.95 shipping and handling!

I don't think it is neccessary to take pills  
to loss weight. You could do exercise  
and loss weight or just go on diet  
don't take pills.

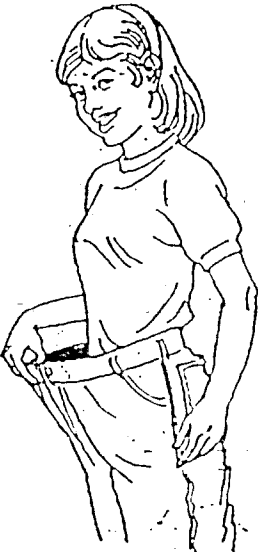
**ANALYSIS:** This student's work provides little information about safe ways to lose weight ("You could do exercise to loss weight") and does not answer the question asked. This response received a score of 1.

43. Explain why the weight-loss method described in this ad is not a safe and effective way to lose weight and keep physically fit.

# CHOOZE

Start on your way to a leaner, more fit body with CHOOZE weight loss gum.

Makes Fat Vanish by the Hour



Proven to burn and reduce body fat, decrease appetite and increase lean muscle with every piece!

"Chew Yourself Thin"

Save money on food. Eat only one meal a day and take CHOOZE 2 times a day to lose 5 pounds a week!

- A 30-day supply of CHOOZE can be yours for only \$39.95 plus \$5.95 shipping and handling!

"Chooze" is not a healthy way for weight-loss because you only eat one meal a day. Which is bad because you need all that protein and fiber in your diet. You also need to keep your body active and in working condition. Your body is like a machine. You feed it fuel. The more fuel it gets the more it burns. If it doesn't burn any then it's not doing anything but sitting there.

rotting away. If that happens there will be no more machine or in this case, body left to feed.

With "Chooge" all you do is chew all day in the living room and watch tv. Yes, your losing weight but what good is that if you don't have any strength to take it where you want to go? It's not good at all.

That's the problem in this world today everyone thinks that they can drink or chew themselves thin, but it just doesn't work that way.

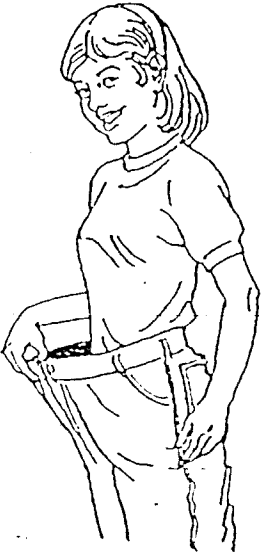
43. Explain why the weight-loss method described in this ad is not a safe and effective way to lose weight and keep physically fit.

# CHOOZE

Start on your way to a leaner, more fit body with CHOOZE weight loss gum.

**"Chew Yourself Thin"**

**Makes Fat Vanish by the Hour**



- Proven to burn and reduce body fat, decrease appetite and increase lean muscle with every piece!
- Save money on food. Eat only one meal a day and take CHOOZE 2 times a day to lose 5 pounds a week!
- A 30-day supply of CHOOZE can be yours for only \$39.95 plus \$5.95 shipping and handling!

Weight loss should be a gradual (slow) process. When you try to lose weight you should eat three meals a day and also exercise.

This advertisement isn't the best way to lose weight, you could get really sick or even die. Sure you'll get really skinny, but you won't get all the vitamins and calories your body needs to stay healthy.

By doing what the advertisement says you will feel faint after a while, you'll


always be tired, you could also start losing hair. When this starts happening you know something's wrong, but after you start doing this, you won't be able to stop, and most people end up in the hospital or dead.

43. Explain why the weight-loss method described in this ad is not a safe and effective way to lose weight and keep physically fit.

# CHOOZE

Start on your way to a leaner, more fit body with CHOOZE weight loss gum.

**Makes Fat Vanish by the Hour**



- Proven to burn and reduce body fat, decrease appetite and increase lean muscle with every piece!
- Save money on food. Eat only one meal a day and take CHOOZE 2 times a day to lose 5 pounds a week!
- A 30-day supply of CHOOZE can be yours for only \$39.95 plus \$5.95 shipping and handling!

**"Chew Yourself Thin"**

This is an appetite suppressant.  
 Essentially it makes you stop eating.  
 When you stop eating your body obviously  
 loses weight. but in addition to losing  
 fat you will lose lean body mass as  
 well and as soon as you stop the  
 program all of the weight will come  
 back faster than it went away. Also  
 by starving yourself you may not  
 get enough essential nutrients.  
 You will not have very much energy  
 nor good health. If you want to

lose weight you should EAT less and  
EXERCISE more - but make sure you  
still get three meals a day. OR talk  
to your doctor about losing weight. He  
may recommend you to a nutritionist that  
will write up a diet especially for  
you. NEVER TRY ONE OF THESE  
cheap one shot deals at losing weight.  
They are too good to be true.


43. Explain why the weight-loss method described in this ad is not a safe and effective way to lose weight and keep physically fit.

# CHOOZE

Start on your way to a leaner, more fit body with CHOOZE weight loss gum.

**"Chew Yourself Thin"**

**Makes Fat Vanish by the Hour**



- Proven to burn and reduce body fat, decrease appetite and increase lean muscle with every piece!
- Save money on food. Eat only one meal a day and take CHOOZE 2 times a day to lose 5 pounds a week!
- A 30-day supply of CHOOZE can be yours for only \$39.95 plus \$5.95 shipping and handling!

YOU WON'T BE GETTING ALL THE PROTEINS/NUTRIENTS.

- YOU MAY EXPERIENCE DIZZINESS
- YOU WILL PROBABLY HAVE EATING DISORDERS AFTERWARDS
- YOU'LL BECOME HUNGRY + ALONG W/ ALL THAT FAT THAT'S BURNING OFF, YOU'LL BE LOSING MUSCLE, TOO.
- SOME PEOPLE MIGHT FAINT OFTEN.

H974

43. Explain why the weight-loss method described in this ad is not a safe and effective way to lose weight and keep physically fit.

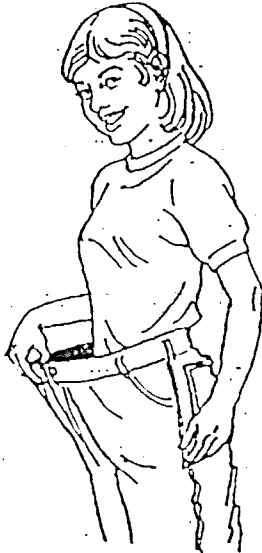
# CHOOZE

Start on your way to a leaner, more fit body with CHOOZE weight loss gum.

- Proven to burn and reduce body fat, decrease appetite and increase lean muscle with every piece!
- Save money on food. Eat only one meal a day and take CHOOZE 2 times a day to lose 5 pounds a week!
- A 30-day supply of CHOOZE can be yours for only \$33.95 plus \$5.95 shipping and handling!

Makes Fat Vanish by the Hour

"Chew Yourself Thin"



Because there is no way that gum makes you lose weight.

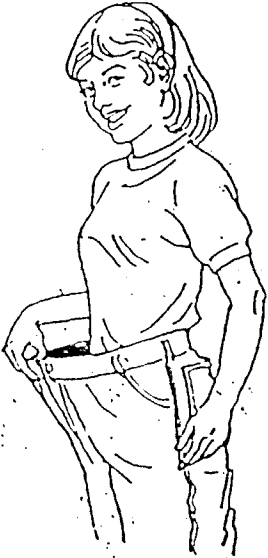
43. Explain why the weight-loss method described in this ad is not a safe and effective way to lose weight and keep physically fit.

# CHOOZE

Start on your way to a leaner, more fit body with CHOOZE weight loss gum.

**"Chew Yourself Thin"**

**Makes Fat Vanish by the Hour**



- Proven to burn and reduce body fat, decrease appetite and increase lean muscle with every piece!
- Save money on food. Eat only one meal a day and take CHOOZE 2 times a day to lose 5 pounds a week!
- A 30-day supply of CHOOZE can be yours for only \$39.95 plus \$5.95 shipping and handling!

This weight-loss method seems to be unsafe, if you ask me. All gum does is activate the acid in your stomach to eat up anything in it's way. So the acid will most likely make you sick or it would eat up the fat. But that's not healthy because your body needs nutrients. A safe and effective way to lose weight and to feel good in a non-painful way would be to eat healthy food. Stay away from fatty foods. Drink a lot of water. Eat a lot of fruits.

#975 (cont.)

and vegetables. Also to exercise regularly.  
Everyday or every other day. That  
would be a good way to lose weight  
and be physically fit in a healthy  
way.

## STUDENT RESPONSES

### GRADE 8 HEALTH ITEM 1

*Jose is feeling stress because his family expects him to maintain a straight A average, excel in music, participate in sports and help in the family business. Explain the signs of stress Jose may be showing. Describe some healthy coping skills Jose could use to help him with his stress.*

**Health Education Standard 3:** Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

**Student Performance Description 7:** Develop and apply appropriate ways of managing conflict and specific stressful situations.

### GRADE 8 HEALTH ITEM-SPECIFIC SCORING GUIDE FOR ITEM 1

SCORE	DESCRIPTION
4	The explanation of the signs of stress and the description of healthy coping skills are appropriate, accurate, and comprehensive.
3	The explanation and the description are appropriate and mostly accurate and comprehensive.
2	The explanation or the description may be inappropriate, inaccurate, or incomplete.
1	The explanation or the description is mostly inappropriate, inaccurate, or incomplete.
0	Incorrect.

## Grade Eight Health Example 1: Score of 4

**SCORE 4 DESCRIPTION:** The explanation of the signs of stress and the description of healthy coping skills are appropriate, accurate, and comprehensive.

Signs of stress José may be showing are:  
getting aggravated with people over the littlest things, having bad mood swings, feeling tired a lot, getting aggravated with things.  
Healthy coping skills José could use are:  
talking to a teacher, guidance counselor, parents or some one he trusts about his problem, hanging around with his friends to take his mind off his problem, meditating, listening to relaxing music to calm down, work off his stress in a gym or by punching pillows, and telling his parents how he feels could of course solve his problem, probably.

**ANALYSIS:** The response is very comprehensive. The signs of stress are accurately described (e.g., getting aggravated [sic aggravated]; having bad mood swings; feeling tired a lot). Several healthy and appropriate coping skills are explained (e.g., talking to a teacher. . . or someone he trusts; meditating; listening to relaxing music; work off his stress in a gym; telling his parents).

## Grade Eight Health Example 2: Score of 4

**SCORE 4 DESCRIPTION:** The explanation of the signs of stress and the description of healthy coping skills are appropriate, accurate, and comprehensive.

Some signs of stress José might be showing is he might be a lot more tired than he used to be. He might be changing his eating habits as well. José could also be more emotional since his parents are expected so much out of him. If his parents push him too much his whole attitude will change and he might just give up on everything. This is bad because too much stress could develop into an ulcer.

Some healthy coping skills José could use to help him with his stress are to exercise more often, go for walks, keep himself occupied, and eat healthy. José also needs to keep his mind off of pleasing his parents so much, and concentrate on what he wants to do good in.

**ANALYSIS:** The signs of stress Jose may be showing are comprehensive and accurately explained (e.g., he might be a lot more tired; changing his eating habits; more emotional; attitude change. . he might give up on everything). Appropriate and healthy coping skills Jose could use to reduce his stress are described (e.g., exercises more often; keep himself occupied; eat healthy).

## Grade Eight Health Example 3: Score of 3

**SCORE 3 DESCRIPTION:** The explanation and the description are appropriate and mostly accurate and comprehensive.

Some signs of stress might be a short temper, headaches, and a general difficulty getting everything done. He could try to budget his time, cut out some unnecessary activities, or just take a brake and try to relax for a day or two. Setting aside a half an hour a day to just read, watch TV or collect his thoughts might help.

**ANALYSIS:** The response includes appropriate and accurate signs of stress Jose may be showing (e.g., short temper; headaches; difficulty getting everything done). It also provides a comprehensive description of healthy coping mechanisms (e.g., budget his time; take a brake [sic break]; try to relax).

.....  
**G**rade Eight Health Example 4: Score of 3

**SCORE 3 DESCRIPTION:** The explanation and the description are appropriate and mostly accurate and comprehensive.

José is feeling stress from his family and his school. He is being pressured by the expectations of all the people around him. He might go down in his grades and his attitude. He should set up a neat schedule to take part in all of his activities and to set up certain times to study for his music and his grades. He should set up times when he can help for the family business.

EXAMPLE 4: SCORE OF 3 CONTINUED

and he should set up times for the Exercises and the sports he takes part in. This will help him to feel less pressure from all around and he won't feel as much stress.

ANALYSIS: The response is accurate but not very comprehensive. Two signs of stress are included (e.g., *He might go down in his grades and his attitude*). Several healthy coping strategies are described in relationship to time management (e.g., *set up certain times to study. . . help with the family business. . . exercise*).

Grade Eight Health Example 5: Score of 2

**SCORE 2 DESCRIPTION:** The explanation or the description may be inappropriate, inaccurate, or incomplete.

Jose must be dead tired at the end of the day. If I was him I would talk it over with his parents. He should tell them how much stress he is having and ask if he could cut down on some of his activities. If he told his parents I'm sure they would understand and he wouldn't have all that stress. He should do a couple activities at a time, and then switch and do the other activities.

**ANALYSIS:** The description and the explanation are not very comprehensive. Only one sign of stress is identified (e.g., *get tired*). The coping techniques are also quite limited (e.g., *talk it over with his parents; cut down on some of his activities*).

Grade Eight Health Example 6: Score of 2

**SCORE 2 DESCRIPTION:** The explanation or the description may be inappropriate, inaccurate, or incomplete.

One sign might be that he is  
always tired another is that he  
might be doing bad in school or  
sports or even music. He could  
manage his time or Plan  
things ahead of time.

**ANALYSIS:** This response provides limited information. Several signs of stress are identified (e.g., *always tired; doing bad in school or sports or even music*). The coping skills lack elaboration (e.g., *manage his time or plan things*).

---

## Grade Eight Health Example 7: Score of 1

**SCORE 1 DESCRIPTION:** The explanation or the description is mostly inappropriate, inaccurate, or incomplete.

he has to have a straight A average in school and play sports and help in his family business. The way he could have less stress would be stop playing sport for a month and Ask his family for a month Away for the business that way he can rest

**ANALYSIS:** This is a minimal response with no explanation of stress given. The suggested coping skills are not very realistic (e.g., *stop playing sport for a month and ask . . . for a month away*).

---

## Grade Eight Health Example 8: Score of 1

**SCORE 1 DESCRIPTION:** The explanation or the description is mostly inappropriate, inaccurate, or incomplete.

\_\_\_\_\_ Jose is stressed out because of his parents  
\_\_\_\_\_ putting pressure on him. He should concentrate  
\_\_\_\_\_ and relax on what his parents want him  
\_\_\_\_\_ to do and to try his best.

**ANALYSIS:** The response is very vague and does not include any signs of stress. A general description of a coping skill is mentioned within a limited presentation (e.g., *relax* [sic relax]).

## DAY ONE

# 980

1. José is feeling stressed because his family expects him to maintain a straight A average, excel in music, participate in sports and help in the family business. Explain the signs of stress José may be showing. Describe some healthy coping skills José could use to help him with his stress.

José may be showing stress by being tired all the time, not eating right, not trying hard in school, not being active and not going outside to get exercise.

## DAY ONE

1. José is feeling stressed because his family expects him to maintain a straight A average, excel in music, participate in sports and help in the family business. Explain the signs of stress José may be showing. Describe some healthy coping skills José could use to help him with his stress.

Trying to excel in his studies and work, José may build up quite a bit of stress. One of the first signs that may appear is that he might fail a test. This would cause stress since he would need to bring his average back to an A average, at any or all costs. Things that he might do would include doing sleep, spending more money to buy items for better quality in projects, or studying to the maximum, but it would only cause more stress. Throw into the equation the facts he has to do great in music (more sleep loss), participate in sports (less time for meals like lunch, which would cause loss of energy), and helping the family business (less free and private time) would be enough to make him snap, or slowly tear himself away from society. He could deal with this stress by setting limits on how much to study, spend for school, and when to go to bed. For music, sports, and the family business, he could pace himself or make a schedule. This would help him find free time to relax and take off stress.

## DAY ONE

1. José is feeling stressed because his family expects him to maintain a straight A average, excel in music, participate in sports and help in the family business. Explain the signs of stress José may be showing. Describe some healthy coping skills José could use to help him with his stress.

He may often be tired & cranky because he is being pushed so hard. He can also be abusive to his friends, family, & the people he is around with everyday.

A healthy coping skill is to not resort to alcohol or drugs.

He should talk to someone about his feelings & then confront his family. Together they may talk over problems & find solutions.

## DAY ONE

1. José is feeling stressed because his family expects him to maintain a straight A average, excel in music, participate in sports and help in the family business. Explain the signs of stress José may be showing. Describe some healthy coping skills José could use to help him with his stress.

Healthy ways of coping with stress

1. talk to his family and let them know how they feel
2. explain that is too much and he can't handle it.
3. See School counselor

not healthy ways

1. holding it all inside
2. being nervous about
3. just stop doing everything

## DAY ONE

1. José is feeling stressed because his family expects him to maintain a straight A average, excel in music, participate in sports and help in the family business. Explain the signs of stress José may be showing. Describe some healthy coping skills José could use to help him with his stress.

José is experiencing a kind of positive stress. He may be tired because of the extra school work (homework, studying, etc.) he is doing. He may feel that he has to do well in school to please his parents. He may feel that he has to do what is expected of him and that's not always correct. He could be tired of doing what's expected of him and he may do something "different" to show his parents (drugs, alcohol, etc.)

José could try talking to his parents. No one is perfect and he could tell them that. I think talking things out is the best way to cope with stress.

- 5 José is feeling stressed because his family expects him to maintain a straight A average, excel in music, participate in sports and help in the family business. Explain the signs of stress José may be showing. Describe some healthy coping skills José could use to help him with his stress.

José might not get enough sleep, he could cope with that by listening to something music while he tries to sleep.

.....  
**GRADE 8 HEALTH ITEM 2**

*During the school year, Sandy has become obsessed with her weight and dieting. Her friend Celia notices that she has lost weight and often skips meals. What could Celia say or do to show Sandy she is concerned about her?*

**Health Education Standard 5:** *Students will demonstrate the ability to use interpersonal communication skills to enhance health.*

**Student Performance Description 4:** *Demonstrate ways to communicate care, consideration and respect of self and others.*

**GRADE 8 HEALTH ITEM-SPECIFIC SCORING GUIDE FOR ITEM 2**

SCORE	DESCRIPTION
4	The communication about showing concern for a friend with a problem is comprehensive and appropriate.
3	The communication about showing concern for a friend with a problem is mostly comprehensive and appropriate.
2	The communication about showing concern for a friend with a problem may be incomplete or inappropriate.
1	The communication about showing concern for a friend with a problem is minimal or inappropriate.
0	Incorrect.

Grade Eight Health Example 1: Score of 4

**SCORE 4 DESCRIPTION:** The communication about showing concern for a friend with a problem is comprehensive and appropriate.

Celia could take Sandy aside and ask her what is wrong. It could be a problem and Sandy's only way of coping is to diet. Then Celia should tell Sandy that she has noticed that she has bad eating habits and in order to lose weight it is good to eat three meals a day and not eat a lot of unhealthy foods. Celia must tell Sandy there is nothing wrong with her and that she is

EXAMPLE 1: SCORE OF 4 CONTINUED

liked how she is. If this has gone on for a while Celia should tell sandy to talk to an adult or someone she trusts who could help her solve her problem.

**ANALYSIS:** The response is comprehensive and reflects appropriate communication between friends (e.g., take Sandy aside and ask her what is wrong; tell Sandy she has noticed she has bad eating habits). It identifies an understanding of the problem and the need for adult intervention (e.g., It could be a problem and Sandy's only way of coping is to diet; tell Sandy to talk to an adult).

Grade Eight Health Example 2: Score of 4

**SCORE 4 DESCRIPTION:** The communication about showing concern for a friend with a problem is comprehensive and appropriate.

The first + Obvious thing Celia should do is talk w/ her. Talk about how she's not fat. The proper way to diet + eat. Express some consequences that happens when your Anorexic or Bulimic. Talk about the long + Short term effects in improper dieting. If she doesn't take the talk seriously she should talk to Sandy's parents. If they don't then you should see a counselor. There she can seek the right aid she needs.

**ANALYSIS:** The response is comprehensive and appropriately describes concern for a friend with a problem (e.g., talk w/her; talk about. . .). An understanding of the health risks associated with eating disorders is identified and the need for adult intervention is mentioned (e.g., talk with Sandy's parents; see a counselor).

Grade Eight Health Example 3: Score of 3

**SCORE 3 DESCRIPTION:** The communication about showing concern for a friend with a problem is mostly comprehensive and appropriate.

You could tell Sandy that she doesn't need to lose any weight. You could show her that she is skinnier than a lot of other people and she should like herself how she is now. You could say that you are concerned with her, and you are worried if she is getting enough nutrition. You could bring her out somewhere to eat and tell her that if she skips meals she might become sick and have to be hospitalized. You can say that you wouldn't want to lose

EXAMPLE 3: SCORE OF 3 CONTINUED

a good friend and you could ask her to stop. You could ask her why she feels she needs to lose more weight, and you could try to understand why she has such a desire to lose weight. You could help explain why she doesn't need to lose any weight.

**ANALYSIS:** Concern for a friend is communicated (e.g., *you are worried. . . ; she might get sick and have to be hospitalized; ask her why. . . try to understand*). The response would have been more comprehensive and appropriate if it would have mentioned the importance of talking with an adult about the problem.

Grade Eight Health Example 4: Score of 3

**SCORE 3 DESCRIPTION:** The communication about showing concern for a friend with a problem is mostly comprehensive and appropriate.

Celia could help sandy to exercise, eat three meals a day and cut back on snacks. Celia could even help her by doing this with sandy so she doesn't feel left out. If she said something negative about her self I would prove to her that she is not as bad looking as she thinks she is. I would talk to her about

EXAMPLE 4: SCORE OF 3 CONTINUED

Why she thinks what  
she does and ask  
her why she feels  
the way she does.  
I would keep  
her doing good  
things until she was  
happy with herself.

**ANALYSIS:** The response provides examples of showing concern for a friend (e.g., *help Sandy to exercises. . .; doing this with Sandy so she doesn't feel left out; keep her doing good things until she was happy with herself*). The response would be more comprehensive and appropriate if it would have discussed the need for adult intervention.

Grade Eight Health Example 5: Score of 2

SCORE 2 DESCRIPTION: The communication about showing concern for a friend with a problem may be incomplete or inappropriate.

Celia can tell her that she is concerned about her. She can tell Sandy that she need help. If she keep on dieting, her self she is going to starve to death. Celia can tell her that sandy is not over weight. Celia can be her friend and be on her side. Encourage her to eat something. Tell her that she is skinning already. Ask her why do she want to starve herself. Tell her it not good for her if she keep on doing what she doing right now.

EXAMPLE 5: SCORE OF 2 CONTINUED

Tell her that she gonna be so  
skinning that her bone will  
stick out encourage her to go  
and tell her that she really  
need help.

ANALYSIS: The response provides information about showing concern for a friend but lacks comprehensiveness (e.g., *tell her that she is concerned about her; be her friend; tell her that she really needs help*). The need for help is mentioned, but no specific information about the type of help is provided.

Grade Eight Health Example 6: Score of 2

**SCORE 2 DESCRIPTION:** The communication about showing concern for a friend with a problem may be incomplete or inappropriate.

well I would tell Sandy  
how she is not fat that  
she needs to eat meals. If  
Sandy didn't listen I would  
go tell her parents about  
her and the school counselor.

**ANALYSIS:** The response provides appropriate information about showing concern for a friend, but lacks explanation (e.g., tell Sandy she is not fat; she needs to eat meals; go tell her parents and the school counselor).

---

## G

### rade Eight Health Example 7: Score of 1

**SCORE 1 DESCRIPTION:** The communication about showing concern for a friend with a problem is minimal or inappropriate.

Sandy what are you crazy? You should see a doctor. You could be very sick. If dont I will tell your parents.

**ANALYSIS:** The communication about showing concern for a friend with a problem is minimal (e.g., *see a doctor; I will tell your parents*). It also lacks appropriateness (e.g., *what are you crazy?*).

Grade Eight Health Example 8: Score of 1

**SCORE 1 DESCRIPTION:** The communication about showing concern for a friend with a problem is minimal or inappropriate.

Say that her weight  
is fine and she doesn't have  
to skip meals she may get  
sick she is hurting herself.  
try to change her point of view

**ANALYSIS:** The response is minimal and lacks explanation (e.g., *her weight is fine; she may get sick; try to change her point of view*).

5. During the school year, Sandy has become obsessed with her weight and dieting. Her friend Celia notices that she has lost weight and often skips meals. What could Celia say or do to show Sandy she is concerned about her?

she could mention to her friend that she has been noticing she has been skipping meals. She could explain to sandy that starving herself is not the best way to go about losing weight. It can lead to eating disorders such as anorexia or bulimia. Her body would become run down and she would have no energy. The best way would be to eat plenty of healthy foods. To ex out junk food but allow yourself a small treat here and there. She should exercise a lot and maybe try to join some after school activities that will keep her active. Just say to her that your concerned and want to help. But if she continues to starve herself celia should talk to sandy's mother about what is going on. Celia could also say that Sandy looks just fine the way she is and shouldn't be concerned about what other people think. People like <sup>you</sup> for who you are on the inside not if <sup>one</sup> looks like super models

5. During the school year, Sandy has become obsessed with her weight and dieting. Her friend Celia notices that she has lost weight and often skips meals. What could Celia say or do to show Sandy she is concerned about her?

Celia could take Sandy aside and ask her what is wrong. It could be a problem and Sandy's only way of coping is to diet. Then Celia should tell Sandy that she has noticed that she has bad eating habits and in order to lose weight it is good to eat three meals a day and not eat a lot of unhealthy foods. Celia must tell Sandy there is nothing wrong with her and that she is liked how she is. If this has gone on for a while Celia should tell Sandy to talk to an adult or someone she trusts who could help her solve her problem.

5. During the school year, Sandy has become obsessed with her weight and dieting. Her friend Celia notices that she has lost weight and often skips meals. What could Celia say or do to show Sandy she is concerned about her?

Celia could compliment her so that she wouldn't feel so fat. Celia should also tell somebody close to Sandy about her obsession in case it gets even more serious. She should do all she can to help Sandy.

5. During the school year, Sandy has become obsessed with her weight and dieting. Her friend Celia notices that she has lost weight and often skips meals. What could Celia say or do to show Sandy she is concerned about her?

Celia could mention <sup>casually</sup> how Sandy did not seem to be eating enough. If Sandy will not admit that, then Celia should talk to an adult or counselor about getting help for Sandy because what Sandy is doing can be very dangerous. If Sandy does admit to undereating, Celia should try to convince Sandy that she doesn't need to become anorexic because Sandy is fine the way she is, or Celia could try to convince Sandy to get help. If all else fails, Celia could find out about getting help for Sandy.

5. During the school year, Sandy has become obsessed with her weight and dieting. Her friend Celia notices that she has lost weight and often skips meals. What could Celia say or do to show Sandy she is concerned about her?

Don't be obsessed about your weight problem and stop starving yourself.

5. During the school year, Sandy has become obsessed with her weight and dieting. Her friend Celia notices that she has lost weight and often skips meals. What could Celia say or do to show Sandy she is concerned about her?

she could talk to her friend about the seriousness of the disease Anorexia, and tell her that you're concerned about her and don't want her to get sick or die. If she doesn't listen you could talk to a parent or respected adult if the problem persists or gets worse.